Department for Education



Part A

PE and Sport Premium transition toolkit

Monitoring form

2026/27 academic year

Department for Education

Part A PE and sport premium transition toolkit Monitoring form

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- It is intended that this monitoring form should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- The template is a working document that you can amend and up during the year.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of your PE and sport premium funding in 2026/27.
- You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
- All spending of the funding must conform with the terms outlined in the conditions of grant
- The summative digital expenditure reporting form includes swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons following the completion of core-swimming lessons where necessary, to ensure pupils meet national curriculum swimming requirements
- To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Useful Links:

- PE and sport premium for primary schools - GOV.UK
- PE and sport premium: conditions of grant 2026 to 2027 - GOV.UK
- The grant also supports the Inclusion 2024 Inclusive PE hub an online platform of resources to help schools make PE and sport more inclusive.
- Swimming and Water Safety

Review of the last academic year (2025/2026)

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- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

***Remember** - Be clear about how you focused spending on key groups such as SEND, girls and disadvantaged pupils.*

Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	• 75% of children achieved the required 25 metres during 2025/26. • Swimming provision was extended to Year 3 to give pupils additional opportunities to develop their confidence and swimming ability earlier in their school journey. • This builds on the existing swimming provision for Year 2 and Year 6, including targeted top-up sessions for pupils who require additional support. • The opening of Eston swimming baths has provided further opportunities for children to access swimming locally.	• 25% of children did not achieve the required 25 metres, demonstrating the need for continued swimming provision and targeted support. • Some children lack confidence in the water, particularly those who have limited opportunities to attend swimming lessons outside school. • The cost of private swimming lessons continues to be a barrier for some families. • Earlier swimming intervention will remain a priority to increase the number of children achieving the national curriculum requirement by the end of Year 6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• 75% of children achieved the expected standard in using a range of swimming strokes during 2025/26. • Swimming lessons continued to develop pupils' swimming techniques, confidence and ability to move effectively through the water. • The introduction of swimming opportunities for Year 3 provides additional time for children to practise and develop their swimming skills before reaching Year 6.	• 25% of children did not achieve the expected standard in using a range of strokes effectively. • Some pupils continue to require additional support with swimming techniques due to limited swimming experience outside school. • Swimming provision has needed to prioritise essential skills, particularly front crawl and water safety, meaning some pupils require further opportunities to develop other strokes. • Continued targeted teaching and top-up swimming will be needed to improve attainment.

3. Perform safe self-rescue in different water-based situations	• 89% of children achieved the expected standard in safe self-rescue during 2025/26. • Water safety remained a key priority within swimming lessons, ensuring pupils developed essential skills to help keep themselves safe in and around water. • Swimming provision was extended to Year 3, allowing pupils to develop water confidence and safety awareness earlier. • This is particularly important due to the school's proximity to the coast and the limited opportunities some pupils have to access swimming lessons outside school.	• 11% of children did not achieve the expected standard in safe self-rescue. • Some children continue to lack confidence in water-based situations and require further opportunities to practise essential water safety skills. • Limited access to swimming lessons outside school remains a barrier for some families.

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Review of the last academic year (2025/2026)

Department for Education

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increase all staff's confidence, knowledge and skills in teaching PE and sporting activities	Staff continued to use Complete PE to support the delivery of high-quality physical education across the school. The Complete PE assessment tools supported teachers in monitoring pupils' progress and attainment, helping them identify areas for development. Staff adapted PE lessons to meet the needs and abilities of pupils, ensuring that activities were accessible and inclusive. Pupil voice surveys carried out during Autumn 2 and Summer 1 showed that children enjoyed PE and could explain the benefits of taking part in physical activity. Children began to develop a greater understanding of the skills taught in PE and how these contribute to their physical development.	Not all teaching staff were involved in delivering PE, meaning opportunities to develop confidence and expertise across the whole staff team remained limited. Although children were beginning to make connections between skills taught in different PE activities, some still found it difficult to explain how these skills could be transferred and applied. Further staff development is needed to strengthen subject knowledge and confidence, particularly in outdoor adventurous activities and orienteering. Continued monitoring and professional development will help ensure consistently high-quality PE teaching across the school.
2. Increase all pupils' engagement in regular physical activity and sporting activities	The continued development of OPAL (Outdoor Play and Learning) has had a positive impact on physical activity levels during breaktimes and lunchtimes. Children have become more active and are making greater use of the equipment and opportunities available during playtimes. OPAL has also supported positive social interactions, with children demonstrating improved teamwork, cooperation and enjoyment during active play. Moki Bands were used to monitor physical activity levels and identify pupils who would benefit from additional opportunities to be active. Pupil voice and observations showed that children enjoyed the increased opportunities for active play. Sports leaders continued to support their peers during breaktimes, encouraging participation and helping children engage in physical activities.	Despite improvements in physical activity, not all pupils consistently achieved the recommended 30 active minutes during the school day. Some children continued to choose less active play opportunities and required additional encouragement to participate. Physical activity opportunities during afternoon breaks needed further development. Some equipment used during breaktimes and lunchtimes became damaged, highlighting the need for more durable resources. Further opportunities are needed to engage less active pupils, including children with SEND and disadvantaged pupils.

Review of the last academic year (2025/2026)

Department for Education

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Raising the profile of PE and sport across the school, to support whole school improvement	PE and physical activity continued to be promoted throughout the school, helping children understand the importance of maintaining an active and healthy lifestyle. Teachers encouraged children to recognise how skills developed through PE, such as teamwork, resilience, communication and leadership, could be applied to other areas of school life. These important life skills were celebrated through school assemblies, including the end-of-year celebration assembly delivered by RESSP. Children were encouraged to recognise the positive impact of physical activity on their physical health, emotional wellbeing and enjoyment of school. The continued development of OPAL provided further opportunities for pupils to develop social skills, independence and positive relationships through active play.	Although the importance of PE and physical activity was promoted, further work is needed to ensure that all children consistently understand the connection between physical activity, wellbeing and readiness to learn. Opportunities to discuss healthy lifestyles and the benefits of physical activity need to be embedded more consistently within PSHRE lessons and assemblies. The use of physical activity to support emotional regulation and behaviour requires further development across the school. Staff would benefit from sharing strategies for using movement breaks and physical activity to support pupils who find it difficult to regulate their emotions or remain focused during learning.
4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls	A range of extracurricular sporting activities was offered throughout the year, providing children with opportunities to experience different sports beyond the PE curriculum. Clubs were accessible to both boys and girls, supporting equal opportunities and encouraging participation across the school. Pupil voice indicated that children enjoyed attending extracurricular clubs and valued the opportunities to participate in additional sporting activities. More children began taking on leadership roles during breaktimes, supporting their peers and encouraging participation in active games. The continued development of OPAL provided children with a wider range of physical activities and opportunities to develop different movement skills. These opportunities helped promote an inclusive approach to physical activity and encouraged children of different abilities to participate.	Further opportunities are needed to introduce children to a wider variety of sports and physical activities, particularly those they may not experience outside school. More links with external sports clubs and community providers need to be developed to broaden the school's sporting offer. Activities available during breaktimes and lunchtimes need to be rotated more regularly to maintain engagement and allow children to develop a wider range of skills. The introduction and further development of active boxes will provide opportunities for children to practise fundamental movement skills and participate in games they have helped to create. Continued monitoring is needed to ensure that less active pupils, children with SEND and disadvantaged pupils are accessing the full range of opportunities

		available.
5. Increase participation in competitive sport	Children across all year groups were provided with opportunities to participate in competitive sporting events. The school continued to promote participation in inter-school competitions, allowing children to experience competitive sport beyond their usual PE lessons. Competitive activities were also incorporated into PE lessons and linked to curriculum planning. Pupil feedback demonstrated enthusiasm for participating in sporting events and representing the school. Sporting achievements and participation were shared through school social media, helping to celebrate children's successes and raise the profile of competitive sport. Opportunities to compete supported the development of teamwork, resilience, confidence and positive sporting attitudes.	Although children were given opportunities to participate in competitive sport, more regular intra-school competitions are needed across all year groups. Opportunities for children to compete within their classes, year groups and houses need to be developed further. Increasing intra-school competition will help pupils develop confidence, teamwork and an understanding of competitive sport before attending inter-school events. Further opportunities are needed to ensure that all children, including those who may be less confident or less active, experience positive and inclusive competition. A more structured programme of intra-school competitions will help ensure that competitive opportunities are embedded throughout the academic year.

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What are your next steps for this 2026/27 academic year?

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Aim	Why?	Key Area	Supporting evidence
• Develop a whole-school approach to competitive sport by increasing opportunities for intra-school and inter-school competitions.	• To increase opportunities for all pupils to experience competitive sport, developing confidence, teamwork and resilience while preparing them for inter-school events.	• **Key Indicator 5:** Increase participation in competitive sport.	• Competition calendars, participation registers, pupil voice, staff observations and RESSP competition records.
• Improve swimming attainment and water safety through targeted swimming opportunities for pupils not yet meeting national curriculum expectations.	• To improve swimming attainment and water safety skills, ensuring more pupils meet national curriculum expectations by the end of Year 6.	• **Key Indicator 4:** Offer a broader and more equal experience of physical activities to all pupils.	• Swimming assessment data, swimming teacher feedback, pupil progress records and swimming participation registers.
• Introduce whole-school physical activity challenges to encourage pupils to become more active throughout the school day.	• To encourage all pupils to become more active through whole-school challenges, promoting healthy lifestyles and increasing daily physical activity.	• **Key Indicator 1 and 2:** Increase all pupils' engagement in regular physical activity and sporting activities.	• Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. • Virtual multi skills league format and results. • Competition calendar and register of participants.
• Develop our after-school sports club provision by introducing a wider variety of activities based on pupils' interests.	• To increase participation in extracurricular sport by offering a wider range of activities that appeal to all pupils, particularly those who are less active.	• **Key Indicator 4:** Offer a broader and more equal experience of sports and physical activities to all pupils, ensuring equal access for boys and girls.	• After-school club registers, pupil voice surveys, participation data, extracurricular timetables and parent feedback.

• Promote positive mental health and emotional wellbeing through physical activity, developing pupils' confidence, resilience and self-regulation.	• To support pupils' emotional wellbeing through physical activity, developing confidence, resilience and self-regulation to improve readiness to learn.	• **Key Indicator 3:** Raise the profile of PE and sport across the school to support whole-school improvement.	• Pupil wellbeing surveys, pupil voice, staff observations, OPAL monitoring, PSHRE planning and wellbeing records.

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PE and school sport checklist

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- Consider within your school where you currently stand and what further support you need to put in place.

Questions	Yes	Partly	No
Do you have a clear PE and school sport action plan for the year ahead (2026/27), agreed by leadership?			
Can you evidence how last year's PE and sport premium funding was spent, and what difference it made?			
Do you know what Physical Education looks and feels like in your school and is this delivery high-quality?			
Is there a clear plan to develop staff confidence in PE, whether delivery is internal, external or mixed?			
Do you have a curriculum that is broad, progressive and properly sequenced across year groups?			
Do you know how many pupils are active for at least 60 minutes a day, 7 days a week?			
Do you have a clear plan for your extra-curricular club offer?			
Is your wider school sport offer, including competitions, festivals, and fixtures planned?			
Do you have effective data collection systems in place to record and evidence that swimming and water safety provision is on track to meet national curriculum requirements ?			
Do you have a clear plan for encouraging SEND pupils and less active pupils to become more active and participate in PE and school sport?			
If a governor, trust lead or external reviewer asked to see your PE and sport plan for future development, would you have clear evidence and rationale for impact?			
Are you clear on existing links with local clubs, and community settings to identify where further support and engagement could be made using local support for enhance your provision?			

Aims for the next academic year (2026/2027)

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- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.

Consider which of the 5 key areas improvements will be focusing on:

- *increase all staff's confidence, knowledge and skills in teaching PE and sporting activities*
- *increase all pupils' engagement in regular physical activity and sporting activities*
- *raise the profile of PE and sport across the school, to support whole school improvement*
- *offer a broader and more equal experience of a range of sports and physical activities to all pupils, and ensure equal access to sport for boys and girls*
- *increase participation in competitive sport*

- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead

Plan, monitor and evaluate (2026/2027)

Swimming and water safety

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Questions	Yes	Partly	No
Do you have effective data collection systems in place to record and evidence that swimming and water safety provision is on track to meet national curriculum requirements ?	✓		
Will any of your year 6 group be accessing top up swimming to enable them to achieve the outcomes below?	✓		

Look at the attainment of your current year 6 cohort. Complete by July 31, 2027.

Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	•	•
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	•	•
3. Perform safe self-rescue in different water-based situations	•	•

Plan, monitor and evaluate (2026/2027)

Provide CPD and support to all staff

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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	• Improve the quality of PE teaching through regular lesson observations and sharing effective practice with staff.	• • PE subject leader to observe more PE lessons throughout the year. • Provide constructive feedback and identify areas for staff development. • Share effective teaching strategies and good practice during staff meetings. • Continue to use Complete PE to support planning and assessment.	• Increased staff confidence and consistency in delivering high-quality PE lessons. • Staff demonstrate improved subject knowledge and adapt lessons effectively to meet pupils' needs. • Pupils make good progress and can explain the skills they are learning and how these transfer across activities.	• Lesson observation records. • Staff feedback. • Subject leader monitoring. • Complete PE assessments. • Pupil voice.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (to be completed by July 2027)	•	•	•	

Plan, monitor and evaluate (2026/2027)

Drive physical activity levels

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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	• Introduce weekly walk-and-talk groups led by sports leaders and prefects to encourage physical activity and positive social interaction.	• Sports leaders and prefects to organise and lead walk-and-talk sessions once a week. • Encourage participation from all pupils, particularly those who are less active. • Provide opportunities for children to talk, socialise and enjoy being active together. • Gather pupil feedback to review the sessions.	• Increased participation in physical activity, particularly among less active pupils. • Pupils develop positive relationships and recognise the benefits of walking and talking for their wellbeing. • Sports leaders and prefects develop confidence, communication and leadership skills.	• Participation registers. • Pupil voice. • Sports leader feedback. • Staff observations. • Photographs of activities.
	What impact have you seen?	**Are the improvements sustainable?**	**Supporting evidence**	**Approx. cost**
Evaluate (to be completed by July 2027)	•	•	•	

Plan, monitor and evaluate (2026/2027)

Develop competition (Example is for reference purposes only)

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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	• Increase participation in after-school sports clubs, with a particular focus on encouraging more girls and pupils with SEND to attend.	• Review current club attendance to identify underrepresented groups. • Gather pupil voice to identify activities that appeal to girls and pupils with SEND. • Introduce new and inclusive after-school clubs based on pupils' interests. • Monitor attendance throughout the year and adapt provision where needed.	• Increased attendance at after-school sports clubs, particularly among girls and pupils with SEND. • A wider range of inclusive sporting opportunities is available to all pupils. • Pupils develop confidence, enjoyment and positive attitudes towards participating in sport outside PE lessons.	• After-school club registers. • Participation data. • Pupil voice surveys. • Club timetables. • Parent feedback.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (to be completed by July 2027)	•	•	•	

Looking ahead and sustainability

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Intent - what is your objective and why?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Potential cost?	What supporting evidence will be necessary?	Is this sustainable, or does it require a year-on-year commitment
Develop weekly walk-and-talk groups to increase physical activity and support pupil wellbeing.	Train sports leaders and prefects to lead weekly walk-and-talk sessions, encouraging participation from less active pupils.	Increased physical activity, improved social interaction and greater awareness of the benefits of exercise for wellbeing.	Partnership	Participation registers, pupil voice, sports leader feedback and staff observations.	Sustainable - . New sports leaders and prefects will be trained each year to continue the sessions.
Continue to improve the quality of PE teaching through lesson observations and sharing effective practice.	PE lead to regularly observe lessons, provide feedback and share effective teaching strategies with staff.	Increased staff confidence and consistently high-quality PE lessons across school.	Partnership	Lesson observations, staff feedback, pupil voice and subject leader monitoring.	Sustainable - Lesson observations and sharing good practice will become part of regular PE monitoring.
Raise the profile of PE and recognise its contribution to pupils' wellbeing.	Introduce PE Learner of the Lesson awards and celebrate a whole-school PE learner every half term.	Increased motivation, confidence and enjoyment of PE, with pupils recognising the importance of physical activity for wellbeing.	£0	Award records, pupil voice, assembly celebrations and staff observations.	Awards will become embedded within PE lessons and class celebration assemblies.